

69TH CONFERENCE ON
CHALLENGING EXPECTATIONS & EXCEEDING GOALS
EXCEPTIONAL CHILDREN





PRESENTERS

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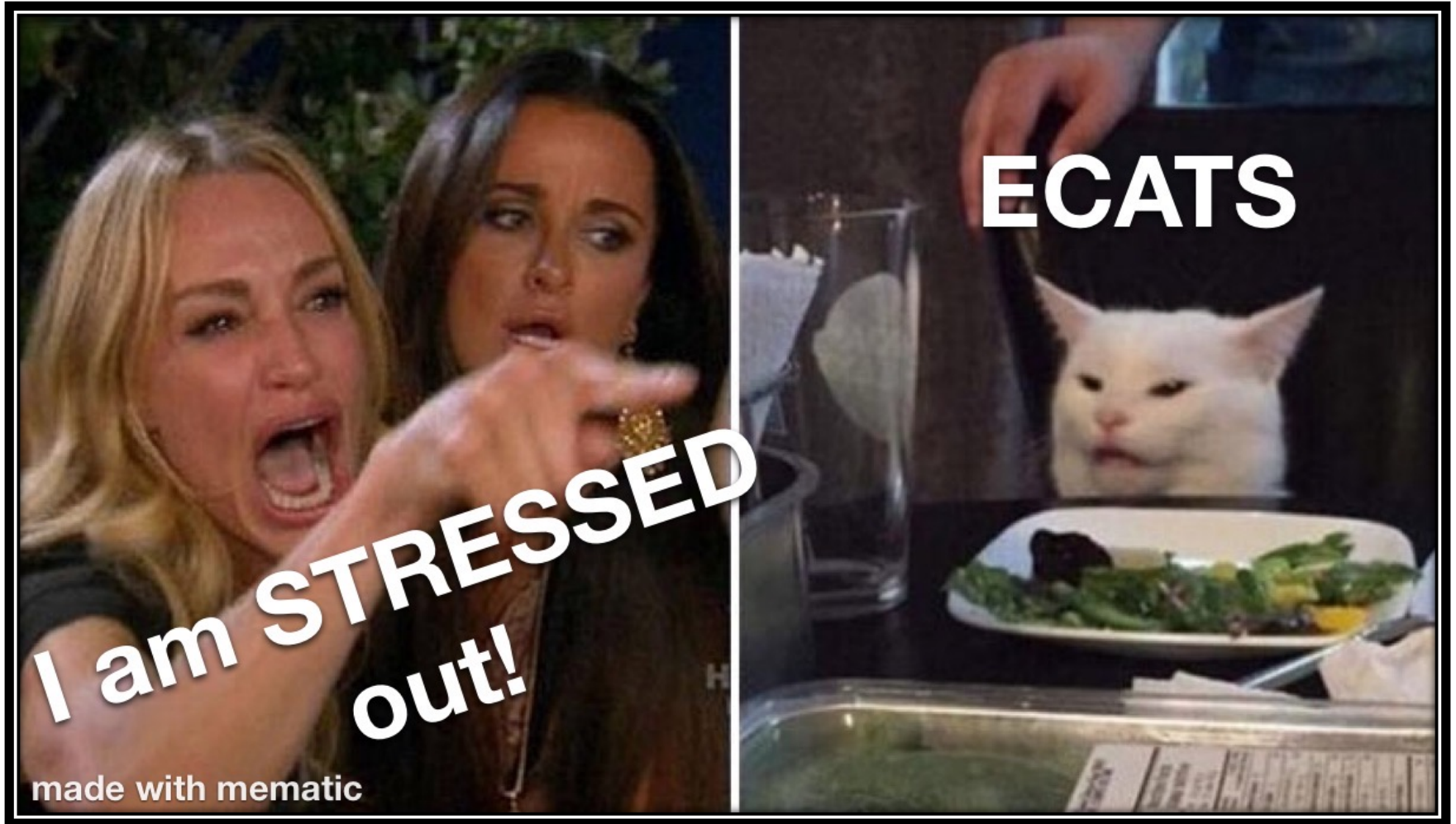
- Monitoring Consultant (PMA)





Every Child Accountability Tracking System





Outcomes

- Correlate the purpose of ECATS development to procedural compliance
- Gather tips for key EC processes
- Communicate clear expectations from the EC Division
- Locate key sources for process and technical assistance

WHY?
DEVELOPMENT



FACT
OR
FICTION
EC DIVISION
EXPECTATIONS

UPDATES
FUNCTIONALITY

HELP
RESOURCES



Prior Written Notice



Prior Written Notice



Prior Written Notice

Student:	Student UID#	DOB:
School:	Grade:	Age:

PRIOR WRITTEN NOTICE
Decisions of the Local Education Agency



IEP Team



IEP Team

- Team members from private/other schools
- Alternate method of participation



WHY NOT?

Dual Roles: General Education Teachers and
Special Education Teacher



Team Member from a Private School

If not a team member in the LEA:

- Select student > Student information
- Add Parent/Guardian

Add Parent/Guardian

Beth Test - 112256 | 05/24/2009
DPI Test School | TST

Full Name: Private School Teacher A *

Relationship: Teacher from Different School *

Language:

Address: Private School USA





Team Member from Another School

If it is a team member in the LEA:

- Select student > Student information
- Add Parent/Guardian

Add Parent/Guardian

Beth Test - 112256 | 05/24/2009
DPI Test School | TST

Full Name:

Middle School Principal: John Principal *

Relationship:

Teacher from Different School * ▾





Alternate Methods of Participation

- Create final document > IEP Team Members in Attendance

Explanation of team participants/absence of participants (if needed):

Participated by Phone Conference: Regular Education Teacher
Unanticipated NO SHOW: Ms. Missing Parent
Invited but did not attend: Mr. Outside Agency
Upcoming New School: Next Year's EC Case Manager
Parent Guest: Ms. Involved Grandmother





Dual Roles **WHY NOT?**

One person **cannot** serve as both the general education and special education teacher of the child for the purposes of an IEP Team meeting.

§ 300.321 IEP Team

(2) *Not less than one* regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

(3) *Not less than one* special education teacher of the child, or where appropriate, not less than one special education provider of the child





Homebound and Modified Day





Homebound Services

EC Process > IEP > Services

Specialty Designed Instruction

ADD SPECIAL ED SERVICE(S)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Math	30 minute(s) ▾	2 per week ▾	08/01/2019 07/16/2020	Home/Hospital ▾

Additional Service Information

For students age 6 years or older, if the student is 100% removed from the traditional school setting, please indicate where services will be rendered:

Home/Hospital ▾

These two data points provide the information for the LRE calculation.



Modified Day

Step One: EC Process > IEP > Services

Specially Designed Instruction

[ADD SPECIAL ED SERVICE\(S\)](#)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Math	<input type="text" value="30"/> <input type="text" value="minute(s)"/>	<input type="text" value="2"/> per <input type="text" value="week"/>	<div style="display: flex; align-items: center;"> <input type="text" value="08/01/2019"/> <input type="button" value="Calendar"/> </div> <div style="display: flex; align-items: center;"> <input type="text" value="07/16/2020"/> <input type="button" value="Calendar"/> </div>	<input type="text" value="Special Education"/>

Modified Day

Step Two: EC Process > Data Collection > General Data

General Data Part C Referral: C to B Transition Part B Referral

Personal Information

Enrollment Type:

Public

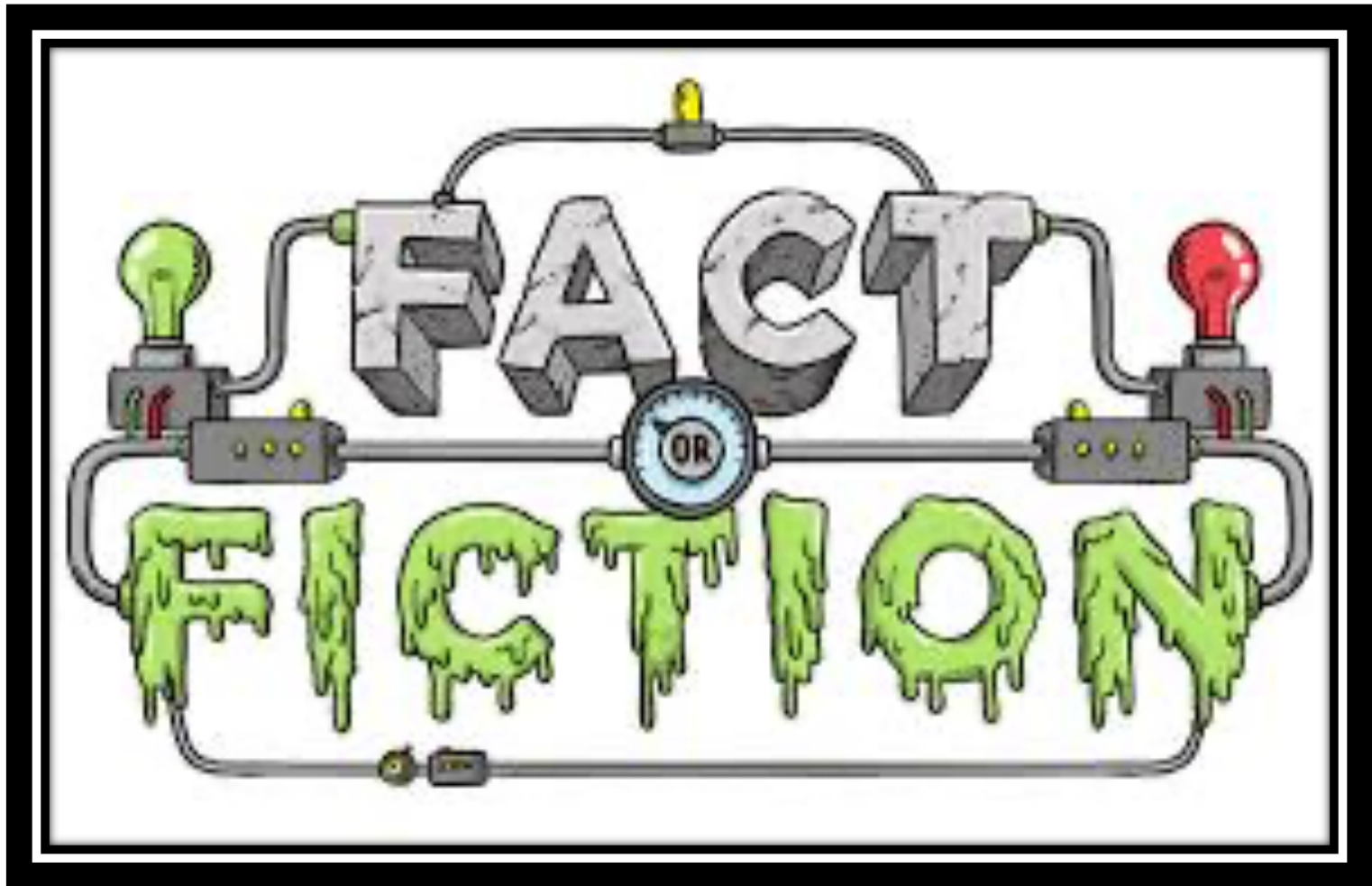
Length of School Day:

4.00

hour(s)

(Std)

Step One and Step Two provide the data for the LRE calculation.



Fact or Fiction?

If a student was considered
“Resource” on the LRE continuum
before placement on Modified Day,
the student will continue to be
“Resource” on the LRE continuum.

NOT LIKELY



Modified Day – LRE?

Scenario

- Student comes to school for four hours. Three out of four hours are spent in a special education setting in order to receive services.
- *His normal school day would have been seven hours with three hours EC services daily.*
- Regular School Day – 57% of day is spent with non-disabled peers
 - Resource
- Modified Day – 25% of day is spent with non-disabled peers
 - Separate





LRE: Continuum of Placements





LRE: Continuum of Placements

VI. Continuum of Alternative Educational Placements

Check all alternative placements considered by the team and circle the decision reached.

Educational placement is determined by calculating the amount of time the student is with nondisabled peers. Regular Early Childhood Program (RECP) is at least 50% of children enrolled in a class are nondisabled and do not have an IEP. A Special Education Program (Separate) class includes less than 50 percent nondisabled children.

School Age:

- ☐ Regular - 80% or more of the day with nondisabled peers
- ☐ Resource - 40% - 79% of the day with nondisabled peers
- ☐ Separate - 39% or less of the day with nondisabled peers
- ☐ Separate School
- ☐ Residential
- ☐ Home/Hospital

Preschool:

- ☐ RECP at least 10 hours a week, services in RECP program
- ☐ RECP at least 10 hours a week, services in other location
- ☐ RECP less than 10 hours a week, services in RECP program
- ☐ RECP less than 10 hours a week, services in other location
- ☐ Separate, Special Education Class
- ☐ Separate School
- ☐ Separate, Residential Facility
- ☐ Home, or
- ☐ Service Provider Location

The continuum is no longer printed on the IEP.
WHY?



LRE: Continuum of Placements

Specially Designed Instruction

[ADD SPECIAL ED SERVICE\(S\)](#)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Social / Emotional Skills	1 hour(s)	1 per day	08/28/2019 06/09/2020	Separate School General Education ✓ Special Education Home/Hospital Residential

Additional Service Information

For students age 6 years or older, if the student is 100% removed from the traditional school setting, please indicate where services will be rendered:

For students age less than 6 years, please indicate where services for the student will be rendered:

- RECP1 – 10 hours or more
- RECP2 – 10 hours or more – other location
- RECP3 – RECP less than 10 hours
- RECP4 – RECP less than 10 hours – other location
- Separate Class
- Preschool – Separate School
- Preschool – Residential Facility
- ✓ Preschool – Provider Location**
- Preschool – Home



IEP: SDI Yes/No?





IEP: SDI Yes/No?

- **YES**

- There are needs described in the PLAAFP that require action be taken in the form of direct, explicit specially designed instruction.
- An annual goal and progress monitoring are required to ensure that those individual needs are met.

- **NO**

- The needs described in the PLAAFP are not a direct impact of the student's disability and/or do not require instruction that is specially designed for the student's unique needs.
- An annual goal is not needed.





IEP: SDI Yes/**No**?

Examples:

- Student has been receiving services in an area that, based on progress monitoring and/or other existing data, no longer requires SDI (math calculation service and now there is no gap in the student's ability).
- Student was evaluated/reevaluated in an area that shows no significant need. The data collected is reported as relevant information and described in the PLAAFP but does not require an annual goal.





Postsecondary Transition





Postsecondary Transition

NC 1503-4.1 (b)(2)

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include –

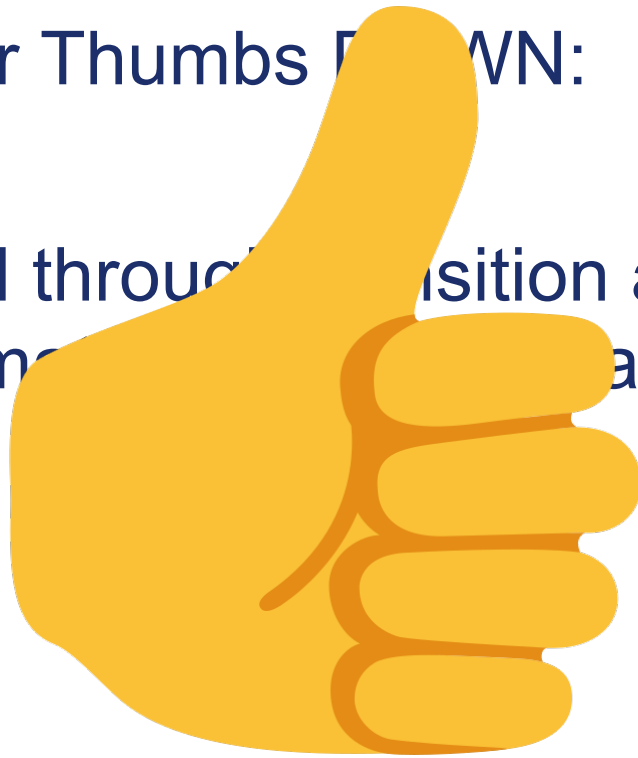
- (i) Appropriate measurable postsecondary goals based upon **age appropriate transition assessments related to** training, education, employment, and, where appropriate, independent living skills; and
- (ii) The transition services needed to assist the child in reaching those goals, including if appropriate, a statement of interagency responsibilities or any needed linkages.



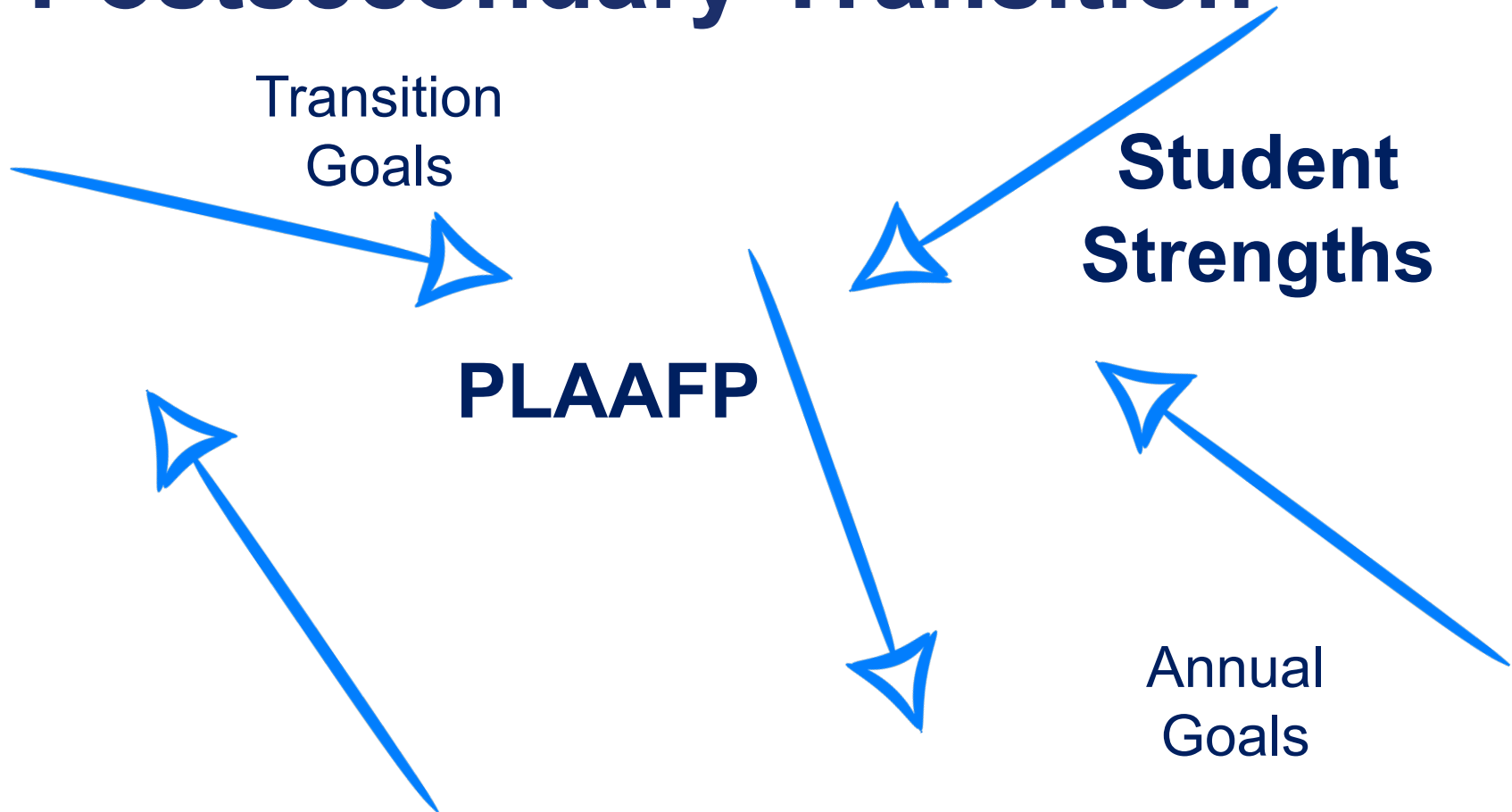
Transition Assessments

Thumbs UP or Thumbs DOWN:

Data collected through transition assessments is relevant information for a student's IEP.



Postsecondary Transition





Postsecondary Transition Goals

Postsecondary Transition Goals



Postsecondary Transition Activities



Annual Goals



Nonacademic Services/Settings





Least Restrictive Environment

NC 1500-2.20 Least Restrictive Environment (LRE)

Least restrictive environment means that, to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.





Nonacademic Services

NC 1501-2.5

Nonacademic Services

- (a) The LEA must take steps to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team.
- (b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.





Nonacademic Settings

NC 1501-3.4

Nonacademic Settings

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services set forth in NC 1501-2.5, each LEA must ensure that each child with a disability participates with nondisabled children in those extracurricular services and activities to the maximum extent appropriate to the needs of that child. The LEA must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

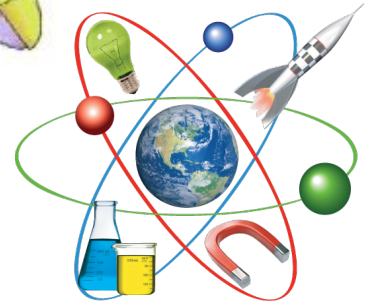
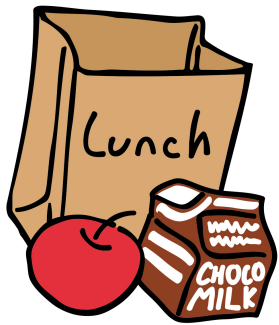


Nonacademic Settings



Nonacademic Services/Settings

Ask, "What can students with disabilities do with their nondisabled peers?"





Nonacademic Services/Settings

Then ask, "If they cannot participate independently with their nondisabled peers, what do they need?"

What is being provided during these times?"

- Specially Designed Instruction
- Accommodations
- Supplemental Aids and Supports





IEP Form Layout





Why is that there???

Student Profile/PLAAFP/Special Factors

- The IEP should begin with a review of all the facts we know about the student including strengths, needs, special factors, transitions, etc.





Why is that there???

- This review of the data then enables us to determine the special education that student will need, including annual goals and how they will be monitored, services, accommodations, etc.





Order: Finalizing Documents



Order: Finalizing Documents



All forms should be finalized in the order in which they occur in the process.

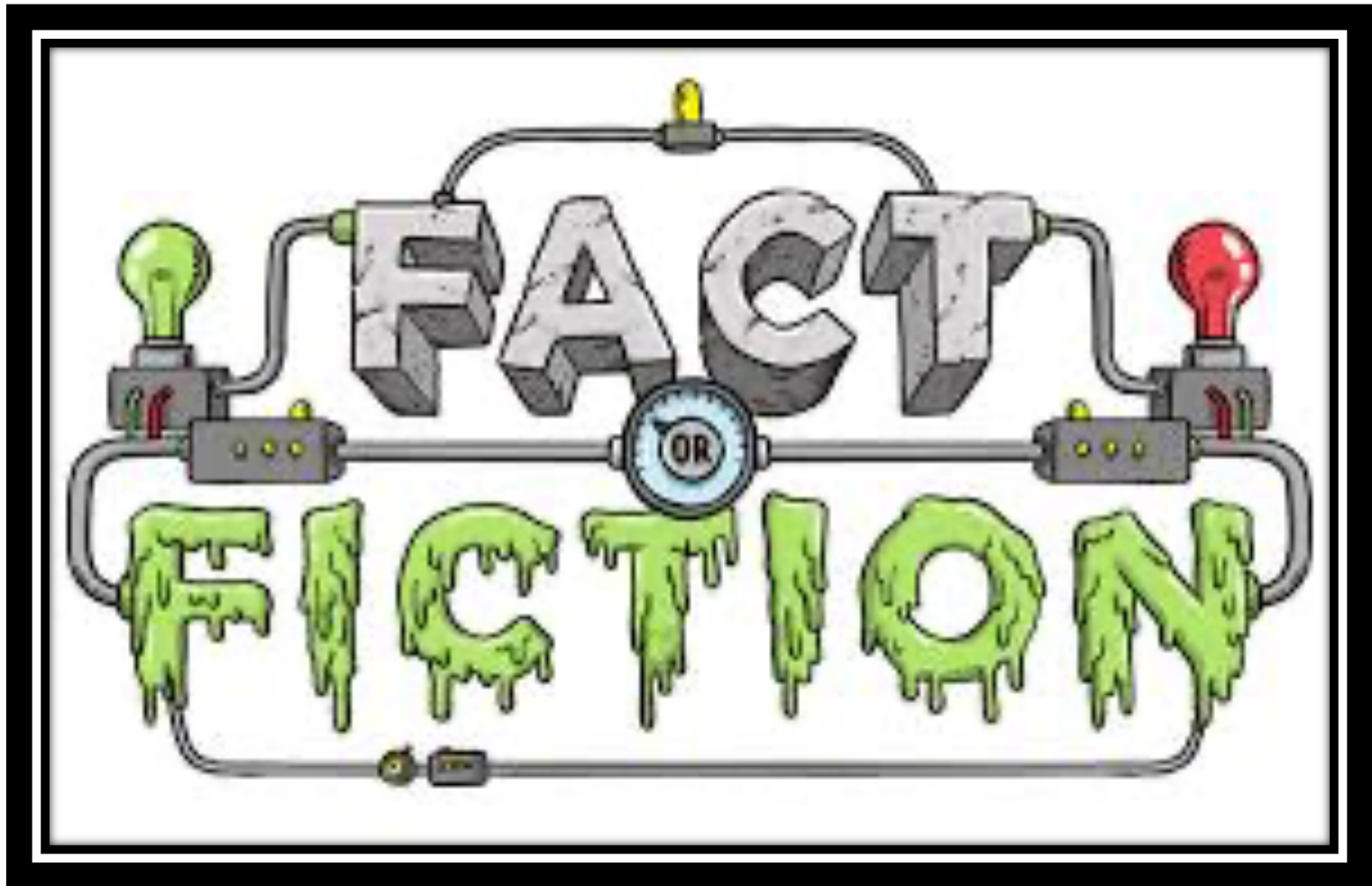
Order: Finalizing Documents

<input checked="" type="checkbox"/>	20383	06/10/2019		IEP	06/10/2019		06/09/2020		Ncd	Trainer	IEP Document (ID# 750)	06/11/2019 13:22 (159 days)	DETAILS
<input checked="" type="checkbox"/>	20370	06/10/2019		Eligibility Determination	06/10/2019		06/10/2022		Ncd	Trainer	Eligibility Determination (ID# 716)	06/11/2019 12:35 (159 days)	DETAILS
<input type="checkbox"/>	20345	06/10/2019		Parent Consent (Yes)					Ncd	Trainer	Consent for Eval (ID# 688)	06/11/2019 11:14 (159 days)	DETAILS
<input type="checkbox"/>	20342	06/10/2019		Referral					Ncd	Trainer	Special Education Referral (ID# 667)	06/11/2019 11:11 (159 days)	DETAILS
<input type="checkbox"/>	3499	04/30/2019		Student Enrollment					Tran	ort		05/02/2019 22:56 (199 days)	DETAILS



IEP Team Meetings: Live?





Fact or Fiction?

It is an EC Division requirement that IEP Meetings be conducted “live” – meaning the user interface is displaying for the IEP Team members to view as decisions are made.

FICTION



IEP Team Meetings: Live?

Proposed Documents

- The documents **have** a watermark and allow the service providers to document recommendations for the IEP Team to consider.
- **Can** be drafted/printed with errors and incomplete information.

Final Documents

- The documents **do not have** a watermark and reflect the final decisions of the IEP Team.
- **Cannot** be drafted/printed with errors.





IEP Team Meetings: Live?

The EC Division does not recommend conducting “live” meetings.

WHY NOT?

- ECATS is a database to document EC processes.
- The primary focus of the IEP Team meeting should be on the student’s unique needs.
- Preparing proposed documents does not constitute pre-determination.





Assessment Summary







Assessment Summary

Assessment Summary

Beth Test - 112256 | 05/24/2009

DPI Test School | TST

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1		08/29/2019 	Behavioral/Emot 	Adaptive Behavior - Adaptive Behavior Assessment System (ABAS-II) Parent Form	Behavior		DETAILS LOG
<input type="checkbox"/>	2		09/30/2019 	Speech-Languag 	Adaptive Behavior - Adaptive Behavior Assessment System (ABAS-III) Parent Form			DETAILS LOG



Eligibility: Required Screening and Evaluations

NC 1503-2.5 Evaluation Procedures



Assessment Summary

Purpose

- Library of ***all*** evaluation data
- Accessible in ***all*** EC processes
- Basis for ***all*** data-driven decisions

Includes

- Formal evaluations
- Informal evaluations
- Review of existing data
- Parental sources of data
- Progress Monitoring



Examples of Where to Use

- Evaluations: Initial and Reevaluations
 - Allows you to review existing data
- Eligibility
 - Allows you to establish current placement in Special Education
- PLAAFP
 - Allows you to document relevant sources of information
- Prior Written Notice
 - Allows you to document what information was used in making decisions





Reevaluation



Reevaluation: Eligibility

NC 1500-2.28

Reevaluation

Reevaluation is the process of examining existing data, and if determined necessary, gathering additional data in order to:

- Determine continuing eligibility for special education;
- Assure that the continuing individual needs of a student are identified; and
- Assure appropriate educational programming (review and/or revision of IEP).

Eligibility Worksheets with no testing...

- The review of existing data becomes the evaluation; therefore the existing data must be documented on the eligibility worksheet.

Why?



Eligibility Worksheets with no testing...

- The team is required to discuss and determine whether or not the child continues to be a child with a disability once every three years.

Why?



Reevaluation: Programming

NC 1503-2.4

- (a) General. A public agency must ensure that the timely reevaluation for each child with a disability is conducted in accordance with NC 1503-2.5 through NC 1503-3.5
 - (1) If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant additional evaluation data; or
 - (2) If the child's parent or teacher requests additional evaluation data.
- (b) Limitation. The reevaluation conducted under paragraph (a) of this section--
 - (1) May occur not more than once a year, unless the parent and the LEA agree otherwise; and
 - (2) Must occur at least once every three years.
- (c) Reevaluation of Children Identified as Developmentally Delayed. The reevaluation of children identified as developmentally delayed shall occur at least once every three years following placement; and prior to turning eight years of age, or prior to entering third grade (whichever comes first).



Reevaluation: Programming

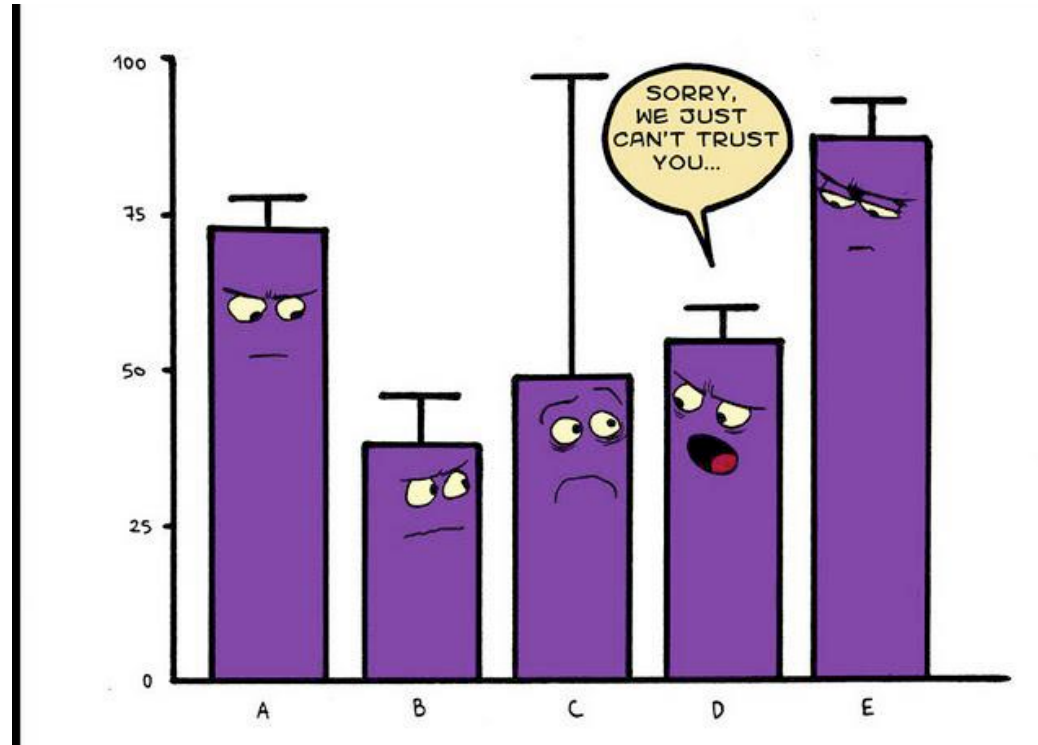
The IEP Team must decide if formal evaluations are needed to determine:

- ☐ Present Levels of academic achievement and functional performance.
- ☐ Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.



Reevaluation: Programming

The IEP Team must decide if future evaluations are needed to determine if the child's Present Levels of Achievement and functional performance are such that the child is making appropriate progress or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.



Collect the Data and Let It Inform You

Document this information in the IEP (PLAAFP).

Do not complete eligibility.



Reevaluation: Programming

- ***But what if...***

...I need to delete a related service only
and have all the data I need to support
this decision?





Reevaluation: Programming

In this specific instance, you may document your data in the PLAAFP section of the IEP and select "no" for SDI.

Also, thoroughly document this decision and explain why it was made in the PWN.

**Note: This option can be appropriate if the related service is not associated with an eligibility category.*





Updates to the System





Current Work Efforts

- Accommodations
- Re-evaluation for programming forcing into eligibility
- Increasing characters for text boxes
- Missing questions related to HI eligibility
- Adding assessment details
- Drop down additions/changes



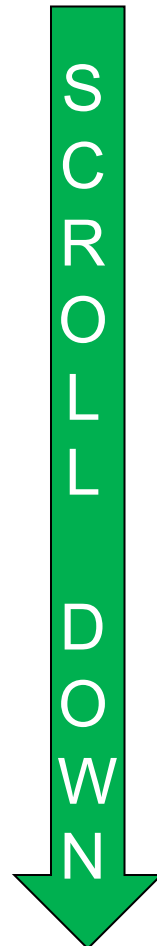


Resources: Where to Find Help



ECATS

From the
Landing
Page...
scroll down
to the bottom
of the page



Resources [Review the License Agreement](#) [Upload File\(s\)](#) [Delete/Update Documents](#)

ECATS Documents	Del	Pos	New Pos	File Type Category	Date Uploaded	Uploaded By	File Name
EWS & Intervention Planning Documents	<input type="checkbox"/>		<input type="text"/>	ECATS Documents	10/21/2019	Beth Burris	ECATS Alternate Data Entry Process (Eligibility & IEP)
Service Logging Documents	<input type="checkbox"/>		<input type="text"/>	ECATS Documents	10/21/2019	Beth Burris	ECATS Webinar Videos - Newest added October 21, 2019
Special Education Documents	<input type="checkbox"/>		<input type="text"/>	ECATS Documents	10/04/2019	Anne Sherman Miller	Authorized Users Only - Zendesk Manual.pdf
	<input type="checkbox"/>	2	<input type="text"/>	ECATS Documents	09/09/2019	Ginger Haynes	Authorized Users Only - How to Delete Documents and Events

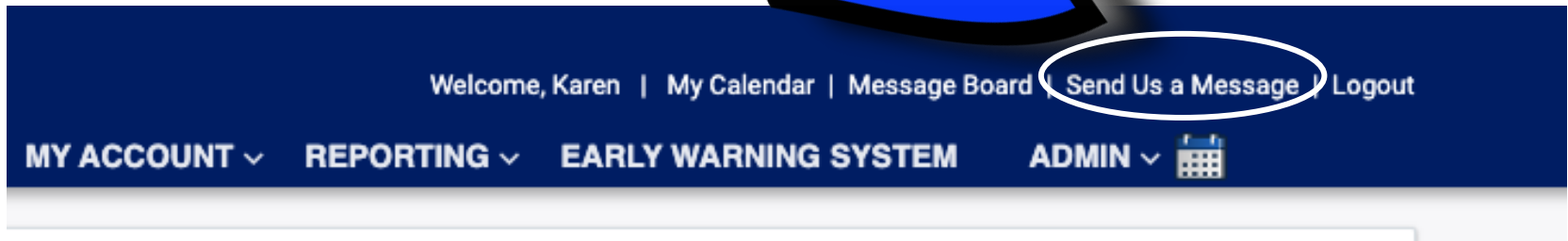
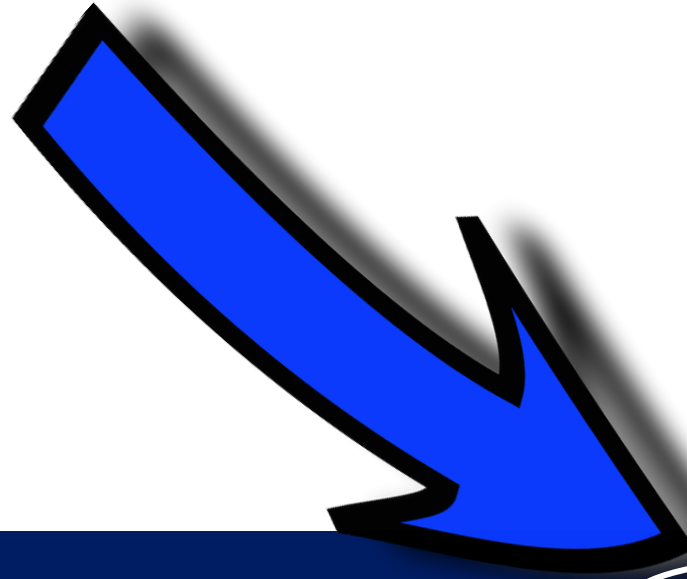
Look for the menu choices at the left

– Click on any of these 4 choices for files

Files are listed by name to the right

– Click on these titles to open a PDF file

ECATS Zendesk



Send Us a Message





Monday Messages

https://ec.ncpublicschools.gov/ecats/monday_messages

The screenshot shows the website for the Public Schools of North Carolina, specifically the ECATS (Exceptional Children Assessment Tool) section. The header includes the state logo and the text 'PUBLIC SCHOOLS OF NORTH CAROLINA' and 'State Board of Education | Department of Public Instruction'. Below this is a green banner with 'EXCEPTIONAL CHILDREN'. A navigation menu includes links for Home, Conferences, PD & Webinars, Disability Resources, ECATS (highlighted), Finance & Grants, Reports & Data, State Advisory Council, Governor's School, Directory, and Calendar. The left sidebar lists various resources: Special Education, Service Documentation, MTSS, Monday Messages (highlighted), Frequently Asked Questions, Newsletters, ECATS ODS, Resources, Calendar, and Contact Us. The main content area shows the breadcrumb 'You are here: Home / ECATS / Monday Messages' and the title 'Monday Messages'. Below the title, it states 'This is the archive of ECATS Monday Messages. Because this is...' and lists a series of messages with dates and file sizes: November 12, 2019 (176kb), October 28, 2109 (152kb), October 21, 2019 (283kb), October 14, 2019 (156kb), October 7, 2019 (705kb), and September 30, 2019 (193kb).

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

EXCEPTIONAL CHILDREN

Home | Conferences, PD & Webinars | Disability Resources | **ECATS** | Finance & Grants
Reports & Data | State Advisory Council | Governor's School | Directory | Calendar

ECATS

Special Education
Service Documentation
MTSS
Monday Messages
Frequently Asked Questions
Newsletters
ECATS ODS
Resources
Calendar
Contact Us

You are here: Home / ECATS / Monday Messages

Monday Messages

This is the archive of ECATS Monday Messages. Because this is

- November 12, 2019
(pdf, 176kb)
- October 28, 2109
(pdf, 152kb)
- October 21, 2019
(pdf, 283kb)
- October 14, 2019
(pdf, 156kb)
- October 7, 2019
(pdf, 705kb)
- September 30, 2019
(pdf, 193kb)





ECATS > Special Education

The screenshot shows the website for the North Carolina Department of Public Instruction. At the top, the logo for 'PUBLIC SCHOOLS OF NORTH CAROLINA' is displayed, along with the text 'State Board of Education | Department of Public Instruction'. A search bar is located in the top right corner. Below the header, a green banner reads 'EXCEPTIONAL CHILDREN' with links to 'Site Map' and 'Accessibility'. A navigation menu includes links to 'Home', 'Conferences, PD & Webinars', 'Disability Resources', 'ECATS' (highlighted), 'Finance & Grants', 'Instructional Resources', 'Parent Resources', 'Policies', and 'Recruitment & Retention'. Below this, a secondary menu includes 'Reports & Data', 'State Advisory Council', 'Governor's School', 'Directory', and 'Calendar'. On the left side, a sidebar menu for 'ECATS' includes 'Special Education' (highlighted), 'Training Videos', and 'Manuals, Tip Sheets & Documentation'. The main content area shows the breadcrumb 'You are here: Home / ECATS / Special Education' and the title 'ECATS Special Education'. Below the title, a description states: 'The Special Education module is a case management and data analysis module that allows for the efficient capture of statewide Exceptional Children data. It offers NC DPI and PK-12 Educational Institutions a means to manage and analyze...

<https://ec.ncpublicschools.gov/ecats/special-education>



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